DOCUMENT RESUME

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TITLE	Objective-Based Reading (Part of "The Leadership Series in Individually Guided Education"). Description of Teacher Inservice Education Materials.
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IDENTIFIERS	*Individually Guided Education

ABSTRACT

The described inservice teacher education program is designed for elementary school teachers interested in developing skills in teaching reading in an individually guided educational program. The scope and sequencing of topics in the program are outlined, and activities and resources are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: OBJECTIVE-BASED READING (part of The Leadership Series in Individually Guided Education)

Publication Date(s): Copyright 1976

Intended Users: Preservice and inservice teachers, primarily those concerned with the teaching of reading

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Grade Level(s): Kindergarten, elementary

Number: Group

Primary Focus: The primary focus is on skill building, providing information and increasing understanding, centered on the teaching of reading in an individually-guided educational program.

School subject(s) and/or inservice topic(s) covered:

The inservice topic covered is the teaching of reading, emphasizing reading skills, criterion-referenced assessment, objectives, and individually-oriented instruction. The school subject covered is reading, including word attack and study skills, comprehension, and self-directed creative reading.

What participant does in using the materials:

The participant attends classes or workshops varying from a six-weeks to a one-week period, depending upon whether the material is presented as course material or inservice training.

The user reads the textbook material, views the appropriate films and filmstrips, does the activities selected by the instructor and completes the evaluative material.

Resources:

The program material consists of a textbook and an Instructor's Guide. A film and three filmstrips are included in the program. Space will be needed for a group, perhaps as large as 30 people, with appropriate audiovisual equipment. If the program is used in an inservice context, a school with students at the elementary level is a desired resource. The instructor should be well versed in the content of the material, including the rationale behind the concept of individually guided education.

Describer critique:

While the material is primarily designed for schools participating or interested in participating in an individually guided education program, it has value for any teachers or prospective teachers who are concerned with the teaching of reading. The skill building and classroom management information and methods are clearly presented and the activities are well coordinated with the objectives. The technical quality is professional.

R54 (R) word attack skills - (R) enjoyment reading - (ELA) study skills (ASG) criterion-referenced tests - (R) comprehension - (II) performance objectives TD

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1.0 PURPOSES:

Rationale

In Chapter One, the developer states:

"When you look at potential readers, you see unique individuals with common human attributes, who are about to tackle a complex task. As a reading teacher, what you see is what you get. To facilitate their learning you must deal concurrently with human needs, individual differences, and a complex process. What is needed is an organized approach, a way to get on with the individualization of instruction . . . . We do want to suggest one way to at least approach the problems involved."

Goals

The product's goal is stated by the developer in the following:

"Our intent in Objective-Based Reading is to present a point of view involving reading instruction by developing two basic points. First, effective reading instruction is of necessity individually guided reading instruction; second, efficient reading instruction is focused through the use of objectives related to reading skills . . . . We are convinced that in elementary reading the teaching of skills is the name of the game . . . . We present a framework that provides structure and yet permits flexibility in teaching the skills."

Objectives

The developer states the general objectives of the program as that of:

" . . . providing prospective teachers and inservice teachers with:

1) a rationale for using objectives to focus reading instruction;
2) a set of guidelines for implementing an objective-based approach;
3) a coherent set of objectives related to skills that appear to be essential for success in elementary school reading; and
4) procedures for making use of objectives to assess performance and to focus instruction."

In the preface, the developer states, "the primary objective is only to develop understanding of objective-based reading instruction."

2.0 CONTENT — Scope and Sequencing of Topics:

The product is comprised of a 273-page text, a 105-paper Instructor's Guide, a 25-minute film and three filmstrips, approximately 20 minutes each. The books' contents are listed below:

Objective-Based Reading

Chapter 1.	The Need for Individually Guided Reading	page 1
Chapter 2.	Objective-Based Reading Instruction	page 23
Chapter 3.	Objectives: Word Attack	page 51
Chapter 4.	Objectives: Study Skills	page 75
Chapter 5.	Objectives: Comprehension	page 113
Chapter 6.	Objectives for Self-Directed, Interpretive and Creative Reading	page 153
Chapter 7.	Classroom Management	page 169
Chapter 8.	Instruction	page 193
Chapter 9.	Dealing with Underachievement	page 213
Chapter 10.	Improving the Teaching of Reading	page 231
Appendix		page 253
Glossary		page 261
Index		page 269

Instructor's Guide for Objective-Based Reading

Editor's Foreword	page i
Introduction	page 1

The further contents consist of objectives, activities, and evaluation for each of the ten chapters in Objective-Based Reading, and these appendices:

Appendix A - Correlated Visuals and Their Instructional Objectives	page 87
Appendix B - A List of the Textbooks, Instructor's Guides, Films, and Filmstrips of the Leadership Series in Individually Guided Education	page 91
Appendix C - Sample Course Outlines	page 95

Film

One sound/color film, "Individually Guided Reading," 25 minutes

Sound/color filmstrips

1.	Objective-Based Reading Instruction	16 minutes
2.	Assessing Children's Reading Skills	16 minutes
3.	Managing Individually Guided Reading Instruction	20 minutes

The describer infers that the material is to be used sequentially. The developer does not indicate any trainee prerequisites for use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The user meets with a group of peers and an instructor (the describer believes that optimum group size is 25-30 persons). The learning setting is a classroom equipped with appropriate audiovisual tools. The user will read the chapter material in Objective-Based Reading, view the film or filmstrip related to that chapter or chapters, and engage in the activities and evaluations selected by the instructor. The instructor's role is to present the material and select activities and evaluation procedures suitable to the purpose of the course being presented, i.e., graduate, undergraduate, inservice credit or non-credit.

The developer suggests that the program can follow various time patterns according to the use made of it--e.g., every day for three to five days, once a week for three to five weeks; once a month for a semester or for any time period allotted to it as course material.

3.2 Help given in use of product:

A 105-page, softcover Instructor's Guide is provided for the use of the program instructor. The developer states that if The Wisconsin Design for Reading Skill Development is to be used as the entire program for a school which wishes to implement individually guided reading, sets of materials from National Computer Systems, Minneapolis, Minnesota are available. These consist of planning guides, resource files, test booklets, pupil profile cards, and administrator's manuals to be used with students.

The developer implies that the instructor should be a qualified reading instructor with special familiarity with the "Objective-Based Reading" and with IGE.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each chapter of the Instructor's Guide contains suggested evaluation procedures, to be used at the discretion of the instructor. These evaluations consist of posttests for each chapter and they are to be administered by the instructor.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The time the user will spend on this product will vary with the course structure, depending on whether the product is used as an undergraduate course, a graduate course, or an inservice program, either for credit or non-credit. As course material, the program could last for a semester, as an inservice program, for as short a period as a week; and four to six weeks if used as primary material in a methods class. In addition to the product materials, space and equipment requirements include: classroom space; audiovisual equipment--i.e., projector and screen; and, if used as an inservice program, a school building and pupils.

Organizational and administrative arrangements must be made by the users, or by the users' school.

5.2 Distributor name/address:

Addison-Wesley Publishing Company
Jacob Way
Reading, Massachusetts 01867

(617) 944-3700

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Total price for package				
(including purchase of film)	$325.95		one	yes
(including rental of film)	$90.95			
OBJECTIVE-BASED READING books:				
Objective-Based Reading	$5.95		one	yes
Instructor's Guide	no price listed		one	yes
Film: "Individually Guided Reading"	$275	$40/5 days	one	yes
Filmstrips: "Objective-Based Reading Instruction"	$15	$40/5 days	one	yes
"Assessing Children's Reading Skills"	$15	$40/5 days	one	yes
"Managing Objective-Based Reading Instruction"	$17.95	$40/5 days	one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The authors of the text are Wayne Otto and Robert Chester. They are the primary developers of the "Wisconsin Design for Reading Skill Development," which is used in over 5,000 elementary schools. The project title is, "The Leadership Series in Individually Guided Education."

6.2 How developed and when:

The work on the products in the "Leadership Series in Individually Guided Education" began in 1972 in response to a proposal from the Sears Roebuck Foundation. The development period--from proposal to publisher--was four years. The product (and others in the series) were field tested in 17 states representing the four geographic areas of the United States.

6.3 Evidence of effectiveness with users:

Dr. Herbert J. Klausmeier, series director and editor, states that as a result of the field testing the product was redesigned to be more practical and less theoretical.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The describer feels that the program is very appropriate in introducing the user to criterion-referenced assessment and instruction in reading skill development using objective-based, individualized techniques. The product is adaptable for preservice and inservice teachers and administrators. The methods presented are not entirely confined to the teaching of reading and may be applicable to social studies, science, and some mathematics.

The technical quality is very good. The books are durably bound, clearly printed, and the graphics--mainly black and white photographs--are attractive and appropriate without being distracting. The technical quality of the visual materials is excellent.

Content accuracy/social fairness/community acceptance issues:

The information presented is of a more theoretical than factual variety, dealing, as it does, with methods of implementing an individually guided reading program. It is based, however, on research and practical application.

There is no ethnic or sex bias.

The content does not appear controversial, although some may not agree with the IGE approach, which is especially emphasized in the audiovisual materials.

Overall summary/comment:

While the product does not offer a total reading program, it has value for many teachers and prospective teachers in offering clear and well-organized instruction in reading skill development and the management of an individually oriented reading program. The program is aimed primarily at the personnel of schools interested or involved in individually guided instruction and is oriented to this end. However, the subject matter is pertinent to teachers in more traditional teaching situations as well.

What some users might consider an overuse of educational terminology is mitigated by the inclusion of a glossary and explication of terms in the audiovisual material.

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